### Office of Indian Education | Native American Language Resource Center Summer Series

### **Professional Development Planning**

To create personalized professional development and set coaching cycles for teachers, use this tool to identify knowledge and skill badges based on the needs of your faculty and to set whole-group or small-group (e.g., training by grade level or content team) professional learning.

First, create your goal for professional development. To create your goal for professional development, you will want to ask yourself and your leadership team the following questions:

- What is the purpose of professional development?
- How will it support your school's mission?
- What will professional development look like?
- How will your staff feel about their development while at your school?

Discussing these questions should lead you to essential components of your goal.

Professional Development Goal Example						
Strengthen teacher practice and empower educators to plan and deliver engaging						
instruction, increase students' Native language skills, and help students develop agency over						
their learning.						
Your School's Professional Development Goal						





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### **Section A**

Once you have your professional development goal for the year, complete the chart in Section A during individual meetings between the supervisor or instructional coach and each teacher.

Teacher	Content(s)	Knowledge/Skills Required		
Name of faculty member	Content(s) responsible for teaching	What key knowledge and skills are required for success in their position?	What key knowledge and skills does this person already have?	What key knowledge and skills does this person need?
Example: Ms. XYZ	Language Arts	Knowledge of Native language, lesson planning, data analysis, social emotional learning, reading intervention	Lesson planning, data analysis, reading intervention	Knowledge of Native language, social emotional learning



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### **Section B**

Complete Section B during a discussion with the leadership team. The individual conversations documented in Section A should inform Section B. The shared staff needs that you define in the Section B chart become your badges for your coaching tracker.

Shared Staff Needs (Badges) Resources						
Based on the information in Section A, what are the three highest-priority knowledge and skill needs shared by your staff? (e.g., 80% of staff need to learn how to create effective lesson plans, or 60% need to develop in the Native language.)	What resources does your school or community have that could support training in high-need areas? Consider other staff members' strengths, knowledge and skills in the community; Tribal resources; partners' resources; and online resources.					
Example: Knowledge of grammar and vocabulary in the Native language	<ul> <li>Examples</li> <li>Online courses through the Tribal college</li> <li>Tribal Council</li> <li>Fluent elders</li> <li>Ms. ABC is fluent.</li> <li>7,000 Languages – nonprofit that provides online Indigenous language course design</li> </ul>					

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#### **Section C**

Complete Section C with the leadership team. The high-need areas and resources identified in Section B should inform Section C. Also, include any operational or compliance-related training, such as beginning-of-year professional development or testing training. Use the chart in Section C to plan whole-group or small-group (e.g., training by grade level or content team) professional learning, and use a coaching tracker to document individual feedback and progress toward the high-need areas (badges) identified in Section B.

Professional Learning Schedule						
Topic	Date	Time	Who Participates	Who Facilitates		